



## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

5250 Stover Drive, Prescott Valley, AZ 86314

Humboldt Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

### AZ LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2005-06 Performing Plus  
2004-05 N/A  
2003-04 N/A

(a) For additional information, please refer to Achievement Profiles Page near end of document.

### School Overview

Principal/Administrator : Ms. Beverly E. Harvey  
Schedule : 07:00 AM to 03:30 PM  
Grades : K-5  
Web Address :  
Phone Number : (928) 759-4800  
Fax Number : (928) 759-4820  
E-mail : bharvey@humboldt.k12.az.us

### Mission

Granville Elementary School is committed to academic excellence, the arts and citizenship, and the physical well-being of our students. We accomplish this mission through high expectations, a safe and positive learning environment, consistent discipline, and a strong partnership of parents, staff and community. We embrace the philosophy that each child is unique, deserving of respect and the opportunity to reach his or her own potential.

### No Child Left Behind

#### Adequate Yearly Progress (b)

2005-06 Met  
2004-05 N/A  
2003-04 N/A

#### School Improvement Status (b)

2005-06 N/A  
2004-05 N/A  
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

### School / Academic Goals

- ü To increase student achievement in all academic areas, most specifically in reading and writing.
- ü To increase technology skills and knowledge of technology applications of faculty and support staff in the areas of management/ administration and more specifically for technology based student instruction/assessment.
- ü To increase the quality of and opportunities for relevant professional development for all faculty and support staff with a goal toward increasing student achievement.
- ü As a new school in 2005-06, we embrace the goal of creating a collaborative learning community where students, staff, parents & community members join together to create a seamless partnership centered around the best interests & needs of our students.

### Enrollment

October 1, 2005 School Year Student Enrollment : 465  
Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
Number of Students Attending Under Open Enrollment in 2005-06 : 10

## Instructional Programs

- Ü Spalding Integrated Language Arts Method
- Ü Bridges Learning
- Ü Gifted/Honors
- Ü Title 1 Reading
- Ü On-Site Special Education
- Ü Reading Counts
- Ü DIBELS
- Ü English Language Learners

## Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/8/2005
Last Day of School :	5/25/2006

## Shared Responsibilities

### School

GES recognizes a commitment to parents to provide on going communication regarding their child's progress; to provide a safe & positive learning environment; to recognize the uniqueness of every child & strive to meet his/her individual learning needs. We embrace the philosophy that it is our role to provide standards-based learning, data driven instruction, have high expectations for all students & to partner with parents & community in an effort to lead each child to reach his/her potential.

### Parents

We expect parents to support regular attendance & to be responsible for students arriving on time each day; we expect parents to model a positive attitude for education & learning; to monitor completion of homework; to hold their children responsible and accountable for appropriate behavior at school & for having self-respect & respect for others. We expect parents to volunteer at and attend school and district functions and events. We expect parents to foster respect of rules and property.

## Transportation Policy

Student busing is available throughout HUSD, but may be suspended or rescinded if student behavior is inappropriate or dangerous. In such event, the parents of the child in question will be responsible for transportation to and from school. There is additional busing for students with special needs or supervision above and beyond the bus driver or who may require special equipment on the bus.

## School Honors

### Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü Brand new school	

## 3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	90	524	80010	99	100	99	447	446	447	6	8	10	20	19	18	63	59	53	11	14	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	41	242	38935	98	100	99	437	443	447	5	8	9	22	19	19	71	62	55	2	11	17
Male	49	281	40974	100	100	98	455	449	448	6	9	11	18	20	18	57	56	52	18	16	19
African American	NC	NC	4201	NC	NC	99	NC	NC	430	NC	NC	17	NC	NC	23	NC	NC	51	NC	NC	9
Hispanic	22	145	34545	100	99	99	448	438	432	NA	9	14	14	21	24	86	66	53	NA	5	9
Asian/Pacific Islander	NC	NC	2068	NC	NC	99	NC	NC	474	NC	NC	4	NC	NC	10	NC	NC	50	NC	NC	36
American Indian/Alaskan Native	NC	NC	3979	NC	NC	96	NC	NC	424	NC	NC	17	NC	NC	30	NC	NC	47	NC	NC	6
White	65	359	35142	98	100	99	446	451	465	8	7	5	22	18	11	55	57	56	15	18	28
Students with Disabilities	16	90	10161	100	100	93	426	421	419	19	21	28	25	34	28	56	40	36	NA	4	8
Students without Disabilities	74	434	69849	99	100	100	451	451	451	3	6	7	19	16	17	65	63	56	14	15	19
Limited English Proficient Students	NC	39	14013	NC	98	97	NC	405	413	NC	31	24	NC	38	34	NC	31	39	NC	NA	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	46	285	39029	98	99	98	444	439	432	2	10	14	22	22	25	67	58	52	9	10	9
Non-Economically Disadvantaged	44	239	40981	100	100	100	449	455	462	9	6	6	18	16	13	59	60	54	14	18	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	90	524	79438	99	100	98	458	451	451	4	8	9	16	23	24	71	60	56	9	8	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	41	242	38775	98	100	99	454	455	457	2	7	7	15	20	22	80	66	58	2	7	13
Male	49	281	40560	100	100	97	461	447	446	6	10	12	16	26	25	63	55	54	14	9	9
African American	NC	NC	4178	NC	NC	98	NC	NC	439	NC	NC	13	NC	NC	29	NC	NC	52	NC	NC	6
Hispanic	22	145	34297	100	99	98	450	438	434	NA	11	14	14	25	31	86	63	50	NA	1	5
Asian/Pacific Islander	NC	NC	2063	NC	NC	99	NC	NC	475	NC	NC	3	NC	NC	15	NC	NC	63	NC	NC	20
American Indian/Alaskan Native	NC	NC	3940	NC	NC	95	NC	NC	429	NC	NC	14	NC	NC	36	NC	NC	47	NC	NC	3
White	65	359	34887	98	100	98	459	457	471	6	7	4	17	22	15	66	60	63	11	11	18
Students with Disabilities	16	90	9588	100	100	88	433	420	416	19	21	30	19	37	32	63	38	34	NA	4	5
Students without Disabilities	74	434	69850	99	100	100	463	456	456	1	6	7	15	21	23	73	65	59	11	9	12
Limited English Proficient Students	NC	39	13856	NC	98	96	NC	400	407	NC	31	27	NC	41	43	NC	28	29	NC	NA	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	46	285	38685	98	99	97	460	444	435	2	9	14	13	25	32	76	60	50	9	6	5
Non-Economically Disadvantaged	44	239	40753	100	100	99	456	458	467	7	7	5	18	22	16	66	60	62	9	11	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	91	524	79971	100	100	99	418	418	423	1	7	8	57	46	41	41	46	49	1	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	42	243	38974	100	100	99	425	433	437	NA	3	5	52	40	33	48	54	57	NA	2	4
Male	49	280	40895	100	100	98	413	405	410	2	10	10	61	50	47	35	38	41	2	1	2
African American	NC	NC	4203	NC	NC	99	NC	NC	411	NC	NC	11	NC	NC	45	NC	NC	43	NC	NC	2
Hispanic	22	145	34481	100	99	99	419	407	410	NA	9	10	59	46	46	41	45	43	NA	1	1
Asian/Pacific Islander	NC	NC	2067	NC	NC	99	NC	NC	449	NC	NC	4	NC	NC	28	NC	NC	60	NC	NC	8
American Indian/Alaskan Native	NC	NC	3995	NC	NC	96	NC	NC	409	NC	NC	10	NC	NC	47	NC	NC	42	NC	NC	1
White	66	359	35150	100	100	99	417	421	437	2	6	5	58	46	35	39	45	56	2	2	5
Students with Disabilities	16	89	10258	100	100	94	376	380	377	6	17	23	75	63	51	19	20	25	NA	NA	1
Students without Disabilities	75	435	69713	100	100	100	427	424	429	NA	5	5	53	42	39	45	51	52	1	2	3
Limited English Proficient Students	NC	39	13985	NC	98	97	NC	354	382	NC	28	18	NC	54	54	NC	18	27	NC	NA	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	47	285	38994	100	99	98	417	410	409	NA	7	10	62	51	47	36	41	41	2	1	1
Non-Economically Disadvantaged	44	239	40977	100	100	100	420	426	437	2	7	5	52	39	34	45	51	56	NA	3	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

## 4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	87	546	80147	100	99	99	478	480	482	7	11	11	15	16	17	61	52	49	17	21	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	42	280	39281	100	100	99	479	480	483	5	12	9	17	16	17	60	50	50	19	22	24
Male	45	266	40780	98	99	98	478	480	482	9	10	12	13	16	17	62	53	48	16	21	24
African American	NC	NC	4249	NC	NC	99	NC	NC	464	NC	NC	17	NC	NC	22	NC	NC	48	NC	NC	13
Hispanic	25	157	33494	100	100	99	469	464	466	4	17	15	32	22	23	52	52	49	12	10	14
Asian/Pacific Islander	NC	NC	2103	NC	NC	99	NC	NC	515	NC	NC	4	NC	NC	8	NC	NC	44	NC	NC	45
American Indian/Alaskan Native	NC	NC	4117	NC	NC	96	NC	NC	456	NC	NC	19	NC	NC	27	NC	NC	46	NC	NC	8
White	57	367	36122	100	99	99	483	487	501	9	8	5	9	14	10	63	51	50	19	27	35
Students with Disabilities	13	91	10295	100	100	92	454	443	443	15	29	33	31	26	26	54	42	33	NA	3	8
Students without Disabilities	74	455	69852	99	99	100	483	487	488	5	7	7	12	14	16	62	54	51	20	25	26
Limited English Proficient Students	NC	56	12722	NC	98	97	NC	433	441	NC	34	27	NC	30	33	NC	36	37	NC	NA	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	46	319	38371	98	98	97	471	471	465	7	14	15	22	17	23	57	55	49	15	14	13
Non-Economically Disadvantaged	41	227	41776	100	100	100	487	492	498	7	7	6	7	15	11	66	48	49	20	31	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	86	544	79686	99	99	98	468	467	470	9	11	11	23	25	24	63	57	57	5	6	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	42	279	39163	100	100	99	476	472	475	5	10	9	24	22	22	67	60	60	5	8	10
Male	44	265	40438	96	98	97	461	461	465	14	12	13	23	29	25	59	54	54	5	4	7
African American	NC	NC	4228	NC	NC	98	NC	NC	458	NC	NC	15	NC	NC	28	NC	NC	53	NC	NC	4
Hispanic	25	156	33299	100	99	98	459	449	452	12	21	17	28	29	32	56	49	47	4	1	3
Asian/Pacific Islander	NC	NC	2097	NC	NC	99	NC	NC	490	NC	NC	5	NC	NC	13	NC	NC	68	NC	NC	14
American Indian/Alaskan Native	NC	NC	4087	NC	NC	96	NC	NC	446	NC	NC	16	NC	NC	38	NC	NC	44	NC	NC	2
White	56	366	35914	98	99	98	471	475	489	9	7	5	21	24	15	64	61	67	5	8	14
Students with Disabilities	12	89	9808	100	98	87	461	429	432	8	29	35	33	38	32	50	30	30	8	2	3
Students without Disabilities	74	455	69878	99	99	100	469	473	475	9	8	8	22	23	23	65	63	61	4	7	9
Limited English Proficient Students	NC	56	12594	NC	98	96	NC	412	422	NC	45	34	NC	41	45	NC	14	21	NC	NA	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	45	317	38095	96	98	97	467	458	452	16	15	17	22	27	32	58	54	48	4	3	3
Non-Economically Disadvantaged	41	227	41591	100	100	99	470	478	486	2	6	6	24	22	16	68	62	65	5	10	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	86	546	80372	99	99	99	481	474	475	1	3	4	30	34	30	69	62	64	NA	1	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	42	281	39452	100	100	99	495	485	488	NA	2	3	19	25	22	81	72	72	NA	1	3
Male	44	265	40836	96	98	98	468	461	464	2	4	6	41	45	37	57	51	56	NA	1	1
African American	NC	NC	4264	NC	NC	99	NC	NC	465	NC	NC	5	NC	NC	35	NC	NC	59	NC	NC	1
Hispanic	24	155	33608	96	99	99	485	465	462	NA	6	6	29	39	36	71	54	57	NA	1	1
Asian/Pacific Islander	NC	NC	2098	NC	NC	99	NC	NC	500	NC	NC	2	NC	NC	16	NC	NC	75	NC	NC	7
American Indian/Alaskan Native	NC	NC	4128	NC	NC	97	NC	NC	464	NC	NC	4	NC	NC	39	NC	NC	56	NC	NC	1
White	57	369	36213	100	100	99	477	477	489	2	2	2	33	32	22	65	64	72	NA	1	3
Students with Disabilities	13	93	10526	100	100	94	453	440	427	8	10	15	54	56	53	38	32	31	NA	2	1
Students without Disabilities	73	453	69846	97	99	100	486	480	482	NA	2	3	26	30	26	74	68	69	NA	0	2
Limited English Proficient Students	NC	55	12747	NC	96	97	NC	434	432	NC	13	12	NC	51	52	NC	36	36	NC	NA	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	45	318	38521	96	98	98	482	468	461	2	4	6	29	36	38	69	58	55	NA	1	1
Non-Economically Disadvantaged	41	228	41851	100	100	100	480	482	489	NA	2	3	32	31	22	68	66	72	NA	0	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

## 5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	67	522	79306	100	100	99	503	502	504	7	9	13	16	21	20	61	55	49	15	15	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	28	247	38845	100	100	99	510	505	505	4	5	11	21	23	20	61	57	50	14	14	18
Male	39	275	40383	100	100	98	498	500	504	10	12	14	13	18	19	62	54	47	15	16	19
African American	--	NC	4171	--	NC	98	--	NC	485	--	NC	20	--	NC	26	--	NC	44	--	NC	10
Hispanic	24	120	32673	100	100	99	484	481	487	8	18	18	33	24	25	54	54	46	4	4	10
Asian/Pacific Islander	NC	NC	2147	NC	NC	99	NC	NC	539	NC	NC	5	NC	NC	10	NC	NC	46	NC	NC	40
American Indian/Alaskan Native	NC	NC	4034	NC	NC	97	NC	NC	479	NC	NC	22	NC	NC	29	NC	NC	43	NC	NC	7
White	41	391	36234	100	99	99	513	509	523	7	6	6	7	20	13	63	55	52	22	19	28
Students with Disabilities	NC	80	10286	NC	98	91	NC	475	462	NC	25	41	NC	34	27	NC	33	27	NC	9	5
Students without Disabilities	59	442	69020	100	100	100	508	507	510	3	6	9	17	18	18	63	60	52	17	16	21
Limited English Proficient Students	NC	29	10291	NC	100	96	NC	445	458	NC	52	38	NC	31	34	NC	17	26	NC	NA	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	37	282	37437	100	100	97	496	493	486	8	12	19	16	24	26	68	55	46	8	9	9
Non-Economically Disadvantaged	30	240	41869	100	100	100	511	513	521	7	5	7	17	17	14	53	55	51	23	22	27

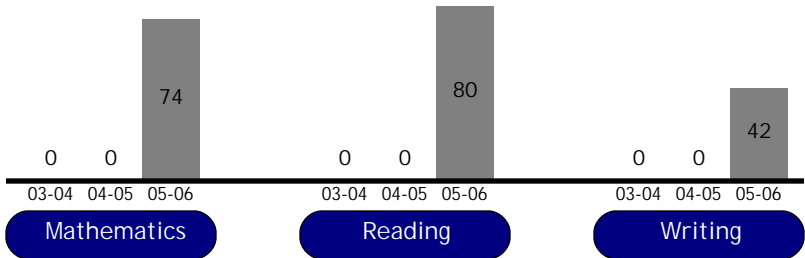
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	66	519	79000	100	100	98	494	490	489	3	6	10	21	25	24	68	62	58	8	8	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	28	247	38774	100	100	99	498	494	494	4	6	7	14	18	22	75	67	61	7	9	10
Male	38	272	40150	97	99	98	491	486	485	3	6	12	26	31	25	63	57	55	8	7	8
African American	--	NC	4153	--	NC	98	--	NC	476	--	NC	13	--	NC	30	--	NC	53	--	NC	4
Hispanic	24	119	32508	100	100	98	470	468	472	NA	13	15	46	35	33	54	51	49	NA	NA	3
Asian/Pacific Islander	NC	NC	2142	NC	NC	99	NC	NC	510	NC	NC	4	NC	NC	14	NC	NC	67	NC	NC	16
American Indian/Alaskan Native	NC	NC	4016	NC	NC	96	NC	NC	467	NC	NC	14	NC	NC	37	NC	NC	46	NC	NC	2
White	40	389	36135	98	99	98	508	497	508	5	4	4	8	22	14	75	64	67	13	10	15
Students with Disabilities	NC	77	9991	NC	94	88	NC	465	449	NC	14	33	NC	47	36	NC	32	29	NC	6	2
Students without Disabilities	59	442	69009	100	100	100	497	494	495	NA	5	6	24	21	22	68	67	62	8	8	10
Limited English Proficient Students	NC	28	10199	NC	97	95	NC	429	439	NC	50	35	NC	36	47	NC	14	18	NC	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	37	280	37234	100	99	97	490	482	472	3	9	15	22	28	33	70	59	50	5	4	3
Non-Economically Disadvantaged	29	239	41766	100	100	99	499	499	505	3	3	5	21	21	16	66	64	65	10	12	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	67	522	79611	100	100	99	497	489	496	4	7	7	45	41	37	51	52	56	NA	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	28	247	39016	100	100	99	517	511	511	4	2	4	21	29	29	75	68	66	NA	0	1
Male	39	275	40519	100	100	98	482	470	482	5	11	10	62	52	44	33	37	46	NA	NA	0
African American	--	NC	4188	--	NC	98	--	NC	486	--	NC	9	--	NC	40	--	NC	50	--	NC	0
Hispanic	24	120	32855	100	100	99	492	477	481	4	13	10	46	41	43	50	47	47	NA	NA	0
Asian/Pacific Islander	NC	NC	2149	NC	NC	100	NC	NC	519	NC	NC	4	NC	NC	24	NC	NC	70	NC	NC	2
American Indian/Alaskan Native	NC	NC	3992	NC	NC	96	NC	NC	478	NC	NC	10	NC	NC	46	NC	NC	44	NC	NC	0
White	41	391	36380	100	99	99	501	494	511	5	5	4	41	41	30	54	54	65	NA	0	1
Students with Disabilities	NC	81	10664	NC	99	94	NC	445	440	NC	19	23	NC	57	54	NC	25	22	NC	NA	1
Students without Disabilities	59	441	68947	100	100	100	500	497	504	2	5	4	46	38	34	53	57	61	NA	0	1
Limited English Proficient Students	NC	29	10362	NC	100	97	NC	412	438	NC	38	22	NC	52	57	NC	10	21	NC	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	37	283	37626	100	100	98	497	484	479	5	8	10	41	44	45	54	48	45	NA	NA	0
Non-Economically Disadvantaged	30	239	41985	100	100	100	496	496	511	3	6	4	50	37	30	47	56	65	NA	0	1

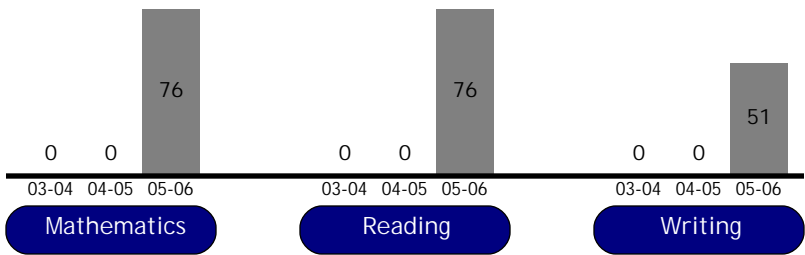
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

#### Glossary:

##### Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

##### Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

##### Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

##### Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

##### Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

## Achievement Test Results

## Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	--	--	NA	58	--	--	51	47	99	43	50	46
	Language	--	--	48	50	--	--	50	47	99	32	46	48
	Mathematics	--	--	62	64	--	--	50	50	99	46	52	52
3	Reading	--	--	NA	55	--	--	43	44	99	48	48	46
	Language	--	--	57	61	--	--	42	44	99	44	44	46
	Mathematics	--	--	58	61	--	--	48	51	99	56	50	52
4	Reading	--	--	NA	56	--	--	49	48	99	50	48	52
	Language	--	--	50	52	--	--	48	49	100	52	50	52
	Mathematics	--	--	60	61	--	--	55	53	100	52	52	58
5	Reading	--	--	NA	55	--	--	53	50	98	59	58	56
	Language	--	--	51	49	--	--	50	50	100	59	54	54
	Mathematics	--	--	63	63	--	--	50	49	100	50	50	52

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at [www.ade.az.gov/standards/](http://www.ade.az.gov/standards/)

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."



# Granville Elementary School

## School Site Council

### Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 3 Teacher(s)
- 3 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

### Council Duties

- ü Student Achievement
- ü Character Education
- ü Budget needs
- ü School satisfaction surveys
- ü Parental involvement
- ü Instruction

## Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	24.00
Other Professional Staff	2.00	Teacher Aide	9.00

## Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	10	1	0	0
4 to 6 years	4	1	0	0
7 to 9 years	2	0	0	0
10 or more years	3	5	0	0

## Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	26
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

## Resources Available at School Site

### Special Facilities

- ü Computer Lab
- ü Library

### Extracurricular Activities

### Social Services

- ü DARE
- ü Family Resource Specialist

ü New school- opened 8/8/05

ü New school

ü New school -

ü New school

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	95	95	94	95
Promotion Rate <sup>5</sup>	94	89	88	73
Graduation Rate <sup>6</sup>	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

## School Safety

## School-level Efforts to Ensure a Safe and Healthy Learning Environment

We are a new school, which opened August 8, 2005.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0
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The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

## Contacts

	Name	Phone Number
School Site Council	Beverly E. Harvey	(623) 759-4800
Transportation Policy	Tom Rozum	(623) 445-4346
Community Resources	Pam Van Dreil	(623) 759-4000
School Nutrition Programs	Rick Littel	(928) 759-4000
Parent Organization	Jennifer Delamater	(928) 759-4800
Student Health/Nurse	Pamela Knight	(928) 759-4802

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

## ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

### DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

## TITLE I TERMS

### Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

### Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

### Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

### Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

### Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/researchpolicy/grad](http://www.ade.az.gov/researchpolicy/grad).

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\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.